

# **Terrorism in a Nuclear Age**

## **Introduction**

*"Spurred by modernization, global politics are being reconfigured along cultural lines. Peoples and countries with similar cultures are coming together. Peoples and countries with different cultures are coming apart. Alignments defined by ideology and superpower relations are giving way to alignments defined by culture and civilization. Political boundaries are increasingly redrawn to coincide with cultural ones: ethnic, religious, and civilizational. Cultural communities are replacing Cold War blocs, and the fault lines between civilizations are becoming the central lines of conflict in global politics."*

-from *The Clash of Civilizations and the Remaking of World Order*

The topic of terrorism focuses on our nation's ability to monitor and counter terrorism, nuclear, biological, and chemical terrorism, and will involve students and teachers in examining this matter of international importance.

What effect does the word "terrorism" have on citizens of the United States? How much do we really know about terrorist activities? Can terrorism be controlled? What are possible solutions for abating terrorist activities? Does might make right? What part does history play in the equation of today's terrorist activities? Who are the terrorists of today? What are their motives? What role does science (economics, social position, education, politics) play in causing or abating terrorist activities?

In 1972, terror exposed its ugly head at the Olympics. A group of terrorists held the Israeli Olympic delegation hostage for a number of days. After many years of efforts to dissuade terrorism, similar activities still occur. What motivates individuals and factions to engage in activities that are outside normal lawful endeavors? What drives these individuals? Are they the only terrorists, or is this only from a singular perspective? These questions need to be examined if we are to resolve the terrorist problem.

Imagine a picture of a Russian worker carrying missile cone heads removed from a former Russian nuclear missile. Imagine the ease of transferring these nuclear weapon missile cone heads to the "Black Market". Then imagine the possible movement of nuclear materials to rogue nations through the same black market.

Present solutions to the problem have been to attack might with might. Police and military personnel have been trained in anti-terrorist tactics and have led the effort to eradicate the problem. But the problem still exists. Do we need to increase our efforts or look at other alternatives? Students and teachers involved in the Critical Issues Forum will consider such questions. Our future depends on resolving this issue. We must examine all facets of the problem and reach consensus, not only with ourselves, but with those factions considered terrorists.

We must not let the unthinkable occur. We must strive to make the world a safer place to live.



## Task Assignments for Terrorism in a Nuclear Age

### Task #1 – Foundations of Terrorism

"There will always be disaffected, alienated and highly aggressive people claiming that the present state of affairs is intolerable and that only violence will bring about a change."

... Walter Laqueur

In the dead of night, a group of disguised insurgents, destroy a large quantity of a valued cash crop. Their actions bring about retaliation from the regions governing body.

In an isolated mountain village, a group of armed insurgents take over a government facility in an effort to reclaim what they believe to be their natural birth rights. Ensuing efforts to dislodge them involve coordinated efforts of several police and military agencies.

On a warm summer evening, a group of armed insurgents infiltrate the living quarters of several young athletes at a large, international sporting event. Several athletes are killed while numerous others are held captive for many days.

*"You, created only a little lower than  
The angels, have crouched too long in  
The Bruising darkness....  
Do not be wedded forever  
To fear, yoked eternally  
To brutishness."*

..... Maya Angelou

To help us gain an understanding of why people engage in terrorist activities, we must gain an insight to perspectives from those who commit terrorism and from those who are victims of terrorism. This section focuses on the foundations of terrorism, what terrorism is, how it has manifested itself throughout history and how the four domains (science, economics, politics, and social/cultural) are impacted.

Your task is to consider issues surrounding the foundations of terrorism, collect appropriate data, and report on your findings and conclusions.

You must prepare a series of researched responses to the tasks listed below, within the context of the four domains (science, economics, politics, and social/cultural). The focus

of these tasks is comparing acts of violence and terrorism during different periods of history. You are to research, gather data, and thoroughly demonstrate your understanding of the foundations of terrorism.

1. Differentiate between race, ethnicity, and nationalism. Include scientific basis and misperceptions seen in each. Consider the interactions between science, politics, and culture.
2. Identify and describe an act of terrorism that took place during the following time periods. Include the role that technology played in each act.
  - pre- 1 AD
  - 1 AD to 1000 AD
  - 1000 AD to 1500 AD
  - 1500 AD to 1900 AD
  - 1900 AD to 1950 AD
  - 1950 AD to 1980 AD
  - 1980 AD to Present
3. Describe the similarities and differences of war, organized crime, street violence, and terrorism.
4. Select an act of terrorism and from opposing perspectives develop a short paper in which you rationalize the act as having positive and/or negative consequences. Include perspectives in regard to race, ethnicity, nationalism, and appropriate scientific explanations.



## **Suggested Classroom Activities for Task #1**

- 1.** A Terrorist Event: Arrange a dramatic exercise in which the class is "held hostage" by a "terrorist". Explore the feelings of the terrorist: his/her affiliations, methods, and goals. Examine how the class members feel about being held prisoner.
    - Present a group of disguised past events (like the Boston Tea Party) on description cards and decide which ones are and are not terrorist acts. Use this as the basis of a brainstorming session to define terrorism.
  - 2.** Print out copy of BM#1 Questions and Tasks. Have students brainstorm what each question is seeking. Break up group to address each identified task in question #1, then #2, and so on. When each group has completed their task, have them share the information they discovered and build a matrix for each question that will allow them to begin seeing connections.
  - 3.** Socratic dialogue between group members (teacher facilitated) on what they see as differences between race, ethnicity, and nationalism. As the discussion progresses, introduce the elements of science, politics, and culture. Have a student/s act as recorder/s.
  - 4.** View short clips from movies depicting specific examples of (1) war, (2) organized crime, (3) street violence, and (4) terrorism. Have students brainstorm what they see as outcomes, goals and objectives of the four areas. Lead students in a discussion of what they see in the movie clips in regard to the above.
  - 5.** Create a large world reference map showing where major examples of terrorism have occurred throughout history. An accompanying timeline might also be helpful.
  - 6.** Develop a newspaper page with articles about past acts of terrorism written by students. Use these articles when completing the assigned paper.
  - 7.** Have a group project where each group constructs a collage showing war, criminal acts, street violence and terrorism. Students could also do role playing depicting examples of each. Have students describe the collage and role playing as their assigned paper.
  - 8.** A culminating activity could be a mock trial of an accused terrorist from one of the introductory scenarios. Have students incorporate the elements of the assigned task. Record and prepare a transcript of the trial to meet the requirements for question #4.
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## Task #2 – Types and Methods of Terrorism

*"This is a new kind of war, new in its intensity, ancient in its origin...war by guerillas, subversives, insurgents, assassins; war by ambush instead of combat, by infiltration instead of aggression, seeking victory by exhausting the enemy instead of engaging him."*

..... John F. Kennedy

*"Tradition is a wellspring of human life. From it issues forth sentiments, beliefs, customs, mores, and norms that are handed down by speech, writing or other sufficient signs from generation to generation. Long-established ways of thinking and/or acting ground tradition, which shapes the contours of conscious and unconscious, as well as rational and irrational behavior. It is also shaped by these behaviors. In tradition inhere the best and the worst of the thought and conduct of Homo sapiens sapiens. Through it, guideposts of acceptability and the pathways of permissibility are made known, whereby individuals are inclined to behave in ways that make them better or worse, when judged against standards of human decency."*

.....Winston A. Van Horne (Global Convulsions, 1997)

On the morning of April 19, 1995 an explosion at the Alfred P. Murrah Federal Building in Oklahoma City killed 168 people and injured hundreds of others. This is just one of many such incidences which have altered how we view terrorism.

*"Passionate hatred can give meaning and purpose to an empty life."*

..... Eric Hoffer

Your team has been assigned to investigate a recent incident which took place at an office complex in Chicago. The building houses the following organizations:

- the Internal Revenue Service (IRS),
- the Tourism Bureau for Great Britain,
- the Tourism Bureau for Japan,
- a furrier,
- B'nai Brith,
- Globotech, a worldwide global technology conglomerate,
- the World Bank regional office,
- Planned Parenthood,
- the Socialist Workers Party.

Three canisters containing noxious/toxic substances had been planted at sites around the complex. They were set to release their contents at thirty- minute intervals beginning at 9:00 am. The first release killed two and hospitalized seventeen who were treated for respiratory distress, nausea, and itching, burning eyes and skin. The second release took place as firefighters and paramedics were evacuating the building, sending twelve more people to the hospital with similar symptoms. The final device was recovered and safely destroyed by the Haz-Mat Team. No person or organization has claimed responsibility for this act; however, it is assumed to be an act of biological and/or chemical terrorism.

To help us understand the types of and methods used for terrorist attacks, we must begin to investigate the various terrorist groups around the world and learn about the different approaches to their activities. This section focuses on the various types of activities used by terrorists. You will investigate a number of known terrorist groups and how the four domains (science, economics, politics, and social/cultural) impact their decisions and behaviors.

Your task is to consider issues surrounding the types and methods of terrorism, to collect appropriate data, and report on your findings and conclusions. You must prepare a series of researched responses to the tasks listed below, within the context of the four domains (science, economics, politics, and social/cultural). The focus of these tasks is comparing types and methods of terrorism at the international, national, and regional arenas.

Complete both tasks.

Task 2a - Your mission is to investigate and submit an initial report on the Chicago incident. Your supervisor requires the following from your analysis:

1. Describe what happened including an overview of chemical and biological weapons that may have been used in this attack.
2. Create a database composed of suspect terrorist groups including all relevant information available about these groups. Include a short paper in which you describe your database and explain why you included the information you did.
3. Develop a map showing relevant geographical information about these suspect groups. Submit a graphic (3in X 5in max) of your map and a description of its components.
4. Develop a short paper in which you categorize the suspect groups in as many ways as are appropriate to this investigation. Be sure to include the impact on the four domains (science, economics, politics, social/cultural).

Task 2b –

*"If one man offers you democracy and another offers you a bag of grain, at what stage of starvation will you prefer the grain to a vote?"*

.....Bertrand Russell

Select and complete one of the following:

1. You are a guard at a former top secret research facility which stores all types of materials and weapons. You have not been paid for five months and have a wife and family to support. A known terrorist approaches you with cash in hand....wanting a list of materials you might have available. Write a short "reflective" paper including the following:

- Describe the psychological pressures existing in your life.
- What moral and ethical questions might you be faced with? What are your thoughts on each?
- You have two choices, you prepare the list or you do not prepare the list. What specific elements must you consider with either decision?

2. You are a terrorist group applying for funding from an underground, international terrorist funding foundation. You must produce a grant proposal for consideration. Be sure to include your group goals, targets, justifications, weapons, methods, a budget, expected outcomes and mission goals, the economic impact on your target, and the social/political ramifications.

3. You have just been sworn in as an FBI agent. You have been assigned to the anti-terrorism unit. How will you uphold the rights of the citizens as specified in the Constitution of the United States while developing a scheme for protecting the citizens of the United States. Develop a new anti-terrorism handbook, a short paper, in which you include the following:

- description of how domestic terrorism relates to hate crimes,
  - description of current and future methods of prevention that may be used,
  - description of forensic improvements (such as tagging) for investigative purposes which can be implemented now,
  - description of capabilities existing within terrorists groups for accessing information,
  - description of areas with high vulnerability for domestic terrorist activity.
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## **Suggested Classroom Activities for Task #2**

- 1.** Invite a speaker to come to your class. The speaker could be from any number of organizations such as the FBI, your local police or fire department, active military personnel, etc.. Try to discuss all side of the issues focusing on types and methods of terrorism.
- 2.** Role play a terrorist takeover on an airplane. Have students consider what the passengers should do, what the pilot and crew should do relative to the threats provided by the terrorist. What measures might be taken for a rescue attempt?
- 3.** Arrange a panel discussion including a emergency response team member, an emergency medical professional, and an area hospital representative. Questions could involve local capabilities to respond to biological, chemical, and nuclear attacks.
- 4.** Using a forensic scenario - Prepare a forensic packet of evidence so students can "solve" the Chicago incident presented in Task #2. (SueAnn Dobbyn of San Andres High School has prepared a packet and could send it to other interested groups. Contact her at [sadobbyn@zianet.com](mailto:sadobbyn@zianet.com))

Here's the game plan for the use of the forensic materials with Task #2:

First, we want them to be mostly done with the database and survey of CB weapons before they use this file. At this point the students will be given the paper file and the physical evidence. The paper file is sufficient to determine a chemical agent used and suggest a perpetrator if they analyze it. To determine who actually planted the device, the students need to lift the fingerprints off the plastic remnant of the device and off the sales receipt for the timers. To do this they only need to use simple forensic techniques.

- 1) To lift the print off the plastic you sprinkle carbon black on the area then carefully blow off the excess. Use wide scotch tape to lift the print off the surface and apply it to an index card.
- 2) The print on the sales receipt can be made visible by either of two techniques. One: place the receipt in a jar which has about a teaspoon of iodine crystals in the bottom. The receipt should be suspended in the jar by taping it to the lid. The print should become visible in about 15 minutes. ID should be done immediately since the print will fade (unless you "fix" it in a solution of 12.5g calcium chloride and 4.4g potassium bromide in 100ml water). The other way is to put the receipt in a solution of 1.6g ninhydrin dissolved in 30ml acetone. Then you take it out and let it dry. The print will be visible within 24 hours.

Anyone who wants to use these materials can just e-mail Sue Ann Dobbyn if they want a set of "physical evidence". They really can't make these up themselves because the perps fingerprints won't match the file prints they have unless I do it for them. But I'd be happy to do so and send it in the mail as fast as possible.

5. Brainstorm, capture and categorize issues you feel would be relevant to a terrorist group deciding on a target, the methods to be used, and the types of activities to be carried out. What goals are to be reached? What methods would be best to accomplish these goals?
6. Investigate the history of the use of different types of terror campaigns. What seems to be a common or preferred method used by terrorists throughout time?



### **Task #3 – Motivation and Making Sense of Terrorism**

Visualize an image of a slum area, church in background, with an official diplomatic limo driving through. Terrorist acts have been used throughout history at many levels to achieve various goals. Individual perspectives, cultural diversity, and environmental conditions contribute to the desire for change in adverse conditions.

*"Tradition is a wellspring of human life. From it issues forth sentiments, beliefs, customs, mores, and norms that are handed down by speech, writing or other sufficient signs from generation to generation. Long-established ways of thinking and/or acting ground tradition, which shapes the contours of conscious and unconscious, as well as rational and irrational behavior. It is also shaped by these behaviors. In tradition inhere the best and the worst of the thought and conduct of Homo sapiens sapiens. Through it, guideposts of acceptability and the pathways of permissibility are made known, whereby individuals are inclined to behave in ways that make them better or worse, when judged against standards of human decency."*

.....Winston A. Van Horne (Global Convulsions, 1997)

As the threat of Nuclear, Biological and Chemical terrorism increases throughout the world, we must consider the causes underlying terrorist activities and the perspectives of people within other countries. We must determine what drives these terrorist actions as we develop means to counter terrorist activities. We must continue to develop and refine the diplomatic means to accommodate our differences.

Not only must we determine what political, economic, social, cultural and historic dynamics exist between major countries and how these dynamics contribute to the perspectives of young people living in those countries today, we must also look at ourselves, our local and regional communities, and determine the same dynamics.

*"There are two statements about human beings that are true: that all human beings are alike, and that all are different. On these two facts all human wisdom is founded."*

.....Mark Van Doren

To help us understand the motivations and make sense of terrorist attacks, we must begin to investigate the various terrorist groups around the world and learn about the philosophies that guide them in their quest. This section focuses on motivations leading

to terrorist attacks. You will investigate a number of know terrorist groups and how the four domains (science, economics, politics, and social/cultural) impact their behavior.

*"Whatever touches the nerves of motive, whatever shifts man's moral position, is mightier than steam, or calorie, or lightening."*

..... Edwin Hubble Chapin

Your task is to consider issues that provide motivation for disenchanted groups or individuals to pursue drastic means they feel will resolve these issues, to collect appropriate data, and report on your findings and conclusions.

You must prepare a series of researched responses to the tasks listed below, within the context of the four domains (science, economics, politics, and social/cultural). The focus of these tasks is comparing acts of violence and terrorism at the international, national, regional and local arenas.

- 1.** Discuss the effect that the availability of resources has on one's motivation to take some kind of action, legal or illegal. Include your thoughts on whether or not equalization of power effects motivation for committing terrorist activities.
- 2.** Describe the possible actions and motivations for improving the conditions necessary to alter the future of those involved in acts of terrorism.
- 3.** Compare and contrast events commonly referred to as terrorist activities with violent events on a regional and local community level.



### **Suggested Classroom Activities for Task #3**

**1.** Read the five CNN headlines below.

- Unionists reject proposals for Irish peace talks.(July 23, 1997)
- Israeli Arab man injures 11 tourists in Tel Aviv attack. (July 23, 1997)
- Eight militants killed in Kashmire, blast injures 12 on highway. (July 24, 1997)
- Iraq rebuffs U.N. decision on oil-for-food. (December 5, 1997)
- Former KKK member allegedly vowed to burn church again. (August 20, 1996)

Write a brief description of what you would expect in the story to follow each headline. What assumptions did you make and what were they based on? Describe what you felt when you read each headline.

**2.** Describe what you think is the driving force behind these kinds of actions in our world today? What evidence supports your thoughts?

**3.** If you lived in an environment as depicted in the picture on the previous page (Task #3 Introduction), suggest ways to alter your future in such a way as to improve your quality of life.

**4.** Through dialogue groups, students should establish goals for creating a set of matrices as a culminating activity for Tasks 1-3. They should determine possible questions and considerations to include all aspects of terrorism and development of an informational matrix. Students should establish the parameters for the matrix to include Tasks 1-3 and the four domains. Each team should prepare the following.

- their team portfolio of Tasks 1-3 work
  - research and chronicle articles of terrorist activities (historical and current)
    1. newspaper,
    2. magazines,
    3. anecdotal reports,
    4. interviews, etc.
  - Students should brainstorm 3-5 possible terrorist activities at the regional community level. They should develop a matrix to detail each terrorist activity.
  - Students should brainstorm 3-5 possible terrorist activities at the local community level. They should develop a matrix to detail each terrorist activity.
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## **Task #4 – The Media and Terrorism**

On Halloween Eve, October 30, 1938, a radio program of H.G. Wells' "War of the Worlds" was broadcasted by Orson Wells. The format of the broadcast was a news report of an invasion of the United States by Martians. The show unexpectedly created enormous panic when many people, having missed the initial disclaimer, believed that this "invasion" was actually occurring. This seminal event revealed the power of the media to influence human actions and opinions.

*"Whoever controls the media - the images - controls the culture."*

..... Claude Cockburn

The media can inform or misinform. Buyer beware.

To help us understand the role of the media and how this role has become a powerful entity in today's world; we must begin to investigate the different methods used to inform the public. We must also learn how the use of the media can be both positive and negative depending on who is controlling the message. This section focuses on the media, the rights of human beings to know, and how the media can be manipulated by either side. You will investigate the media in various countries and determine how the four domains (science, economics, politics, and social/cultural) impact decisions and behaviors of media personnel, government officials, the public, and terrorists.

Your task is to consider issues that surround the use of the media and its reporting of terrorist activities, to collect appropriate data, and report on your findings and conclusions.

You must prepare a series of researched responses to the tasks listed below, within the context of the four domains (science, economics, politics, and social/cultural). The focus of these tasks is comparing the role of the media at the international, national, regional and local arenas.

**1.** Compare and contrast the impact of the "War of the Worlds" as it would exist in each of the following time frames. Support your conclusions. Explain how your analysis would apply to terrorist-like events in the same time frames.

- ancient (pre-1600)
- the 1600's
- the 1880's
- the present

**2.** Choose a terrorist incident and create four media presentations (any format) based on each of the following perspectives:

- a media organization aligned with the US Government,
- a media organization aligned with the mainstream US culture,
- a media organization aligned with the terrorist group,
- an independent media organization trying to present a factual, fair, unbiased presentation.

**3.** Track the evolution of the media coverage of a recent, significant terrorist event from its appearance in the media to its disappearance. Delineate the ways in which the coverage changes over this period. Speculate on the reasons why these changes occur.

**4.** Describe the possible actions and motivations for improving the conditions necessary to alter the future of those involved in acts of terrorism. Create and describe a fringe group which incorporates terrorist acts as well as more acceptable and positive approaches to promote its own agenda.



## **Suggested Classroom Activities for Task #4**

**1.** Probably the best known work of science fiction that made its way to radio in the thirties was Orson Welles' Mercury Theatre production of War of the Worlds broadcast on Halloween, 1938. Adapted by Howard Koch (Casablanca), the radio play, called "Invasion From Mars," bordered more on horror than escapist science fiction. Welles' recreation of H.G. Wells' story, "The War of the Worlds", was about the real world, his reflection on what was occurring in Europe at the time but told in future tense. By taking something fantastic and placing it into a world already on edge from depression and fear of war, Welles conjured up even more horrific images in the minds of his listeners.

Visit the following Internet sites to learn more about Orson Wells' 1938 recreation of H.G. Wells' story, "War of the Worlds" originally published in 1898.

- <http://web2.airmail.net/lgroebe/waroftheworlds.htm> (script of the 1938 broadcast)
- <http://www.awod.com/war/links.html> (links to other sites dealing with the War of the Worlds broadcast)
- <http://www.otr.com/sf/html> (Real Audio format of first part of the 1938 broadcast)
- <http://www.fourmilab.ch/etexts/www/warworlds/warw.html> (electronic copy of H.G. Wells, "War of the Worlds" book)

Hold a class discussion on reactions you would expect in different time periods to the War of the Worlds storyline. What assumptions did you make and what were they based on? Discuss how you felt when you read the original text and the broadcast script.

Discuss the differences between today, 1938, and 1898 that would have lead to different reactions. Think in terms of the four domains.

**2.** Describe what you think is a driving force behind the actions of the media in our world today? What evidence supports your thoughts?

**3.** Hold a class discussion on the effects different types of media have on individual student's attitude toward violence, the school community's attitude toward violence, individual perspectives toward other ethnic groups (be careful not to have a one sided conversation), a gang member's perspective on their local community, etc...

**4.** Have students identify 3-5 media accounts of terrorist activities at the regional community level and 3-5 accounts at the local community level. They should develop a matrix to detail the reporting of each terrorist activity and the reactions seen in their community.



## **Task #5 – Security and Monitoring**

*"There is no security on this earth, there is only opportunity. "*

..... Douglas MacArthur

You are part of the advance team sent by the International Security Consulting Firm. Your job is to analyze the security needs of the Weapon At the Ready, Corporation facilities. After you have completed your analysis of the security needs of the firm, you will then prepare a proposal to provide those services.

Background information on the firm:

- Weapons At the Ready is an international weapons consortium,
- Weapons At the Ready is known for cutting edge technology,
- Weapons At the Ready is known for its diversity of products,
- Weapons At the Ready is known for its heavy commitment to extensive research and development programs,
- Weapons At the Ready is known to have a number of production plants located around the globe,
  1. Tokyo, Japan
  2. Cairo, Egypt
  3. Moscow, Russia
  4. Lima, Peru
  5. El Paso, Texas.
- Weapons At the Ready conducts its business via
  1. computer,
  2. fax,
  3. phone,
  4. person to person contact
- many of the Weapons At the Ready personnel make frequent trips abroad,
- internal security at Weapons At the Ready is of major concern.

Your task is to consider issues surrounding security measures for the movement, storage and monitoring of nuclear materials, to collect appropriate data, and report on your findings and conclusions.

You must prepare a series of researched responses to the tasks listed below, within the context of the four domains (science, economics, politics, and social/cultural). The focus

of these tasks is comparing the role of the national security, scientific research, intellectual property and individual rights and responsibilities.

- 1.** Describe elements that should be incorporated into the design and development of a security plan for the Weapons At the Ready production plants (see previous page),
- 2.** Describe the methods that could be used to circumvent the security plan that is currently in place (make assumptions based on previous page as to the nature of the current security plan),
- 3.** An analysis of any correlation between increased security/monitoring and cost factors,
- 4.** An analysis of the socio-political environments in the 5 global production facility locations and the possible affect on your security plan.

Support your conclusions. Explain how your plan would counter terrorist-like events in future time frames.



## **Suggested Classroom Activities for Task #5**

**1.** In light of the recent alleged security breaches at many of the national laboratories, the U.S. Congress has convened a number of hearings and meetings with top DOE and other government officials in regard to strengthening the security systems at the national research laboratories.

- Have students collect media records of these meetings and any decisions that were made
- Conduct a discussion on the investigative process as conducted by the FBI in regards to identifying and bringing a "spy" to trial
- Read and discuss the articles featured on the CNNFN Special Report page
- Read and discuss the following pages (chronological) on the Wen Ho Lee espionage investigation

**2.** Visit the following Internet sites to learn more about United States' nuclear policies.

- <http://www.nn.doe.gov/mpca/text/t-broch/t-inm97/t-inmm97.htm> (Partnership for Nuclear Security - United States/Former Soviet Union Program of Cooperation on Nuclear Material Protection, Control and Accounting )
- [http://www.state.gov/www/regions/eap/980920\\_us-japan\\_jtstmt.html](http://www.state.gov/www/regions/eap/980920_us-japan_jtstmt.html) (Joint U.S.- Japan Statement: Security Consultative Committee)
- <http://www.la.utexas.edu/course-materials/government/mena/USME/su98/> (Issues and Policies In American Government: The United States and the Middle East)
- <http://www.security-policy.org/nuclear.html> (Center for Security Policy Publications)
- <http://nuclear-security.com/index.htm> (A Site for Information on Keeping US Nuclear Deterrence Strong)
- <http://www.fas.org/irp/eprint/snyder/proliferation.htm> (The Role of the United States Intelligence Community in Monitoring Nuclear Nonproliferation in the Post-Cold War Era)
- <http://www.clw.org/pub/clw/coalition/adv0127.htm> (Nuclear Security Issues in the State of the Union and the 1998 Senate)
- <http://www.nap.edu/readingroom/books/fun/1.html> (Why Change U.S. Nuclear Weapons Policy?)

**3.** Conduct a mock presidential cabinet meeting on issues surrounding theft of nuclear secrets and perceptions of need for higher security and monitoring of nuclear materials.

- Identify and assign a cabinet member role to each student.
- Have students research their assigned role and devise a descriptive profile of their character, how their character would react to the allegations and issues, how they would consider the impact of cabinet decisions on each of the four domains

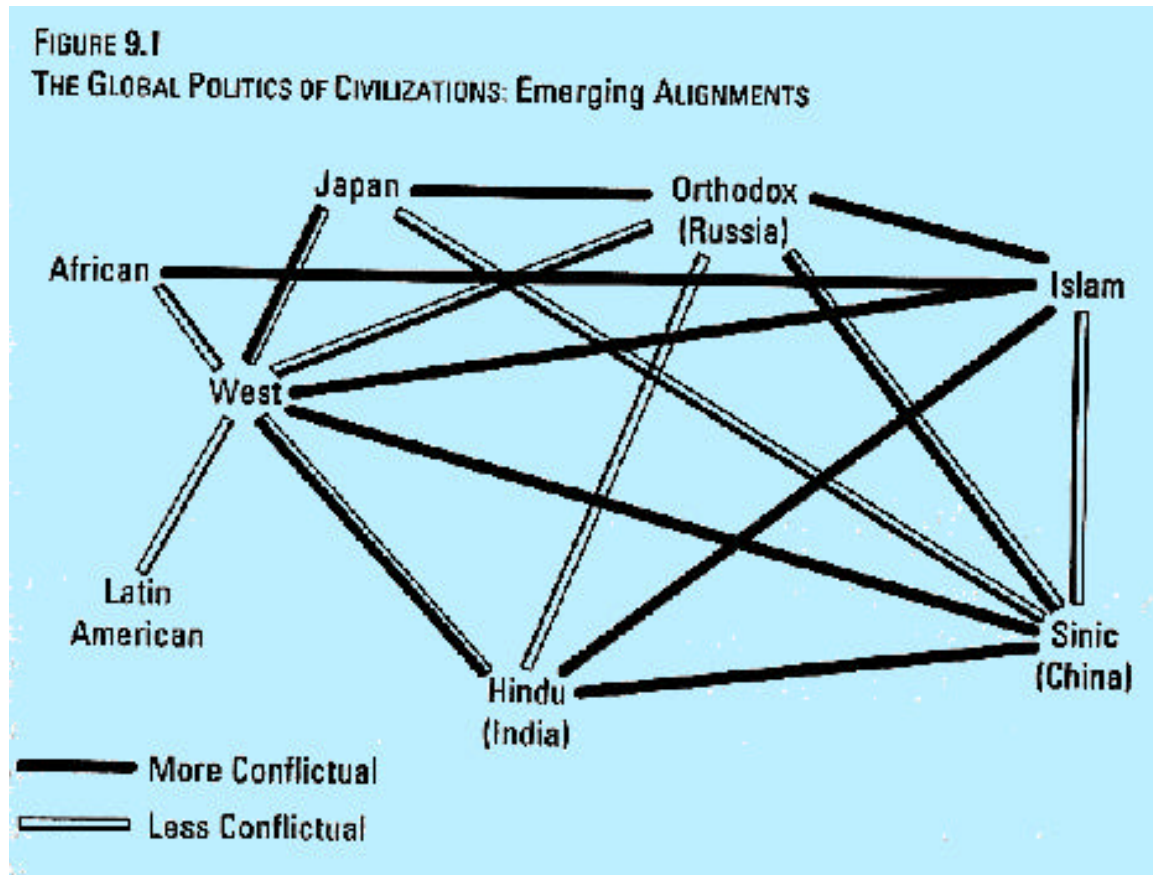
(science, economic, political, social/cultural), and the position they will take in the debate at the meeting.



## Task #6 – Future Outlook

*"The social progress, order, security, and peace of each country are necessarily connected with the social progress, order, security, and peace of all countries."*

..... Pope John XXIII



- from *The Clash of Civilizations and the Remaking of World Order*, pg. 245.

A new alignment of geo-political collaboration is emerging. Old barriers are deteriorating while new alliances are forming in the wake of the end of the Cold War. The graphic above depicts alignments now forming. How humans deal with war and terrorism will impact the multi-civilizational character of global politics and economics.

Your task is to consider issues surrounding the future of the nuclear world, policies, treaties, etc., to collect appropriate data, and report on your findings and conclusions.

You must prepare a series of researched responses to the tasks listed below, within the context of the four domains (science, economics, politics, and social/cultural). The focus

of these tasks is comparing the terrorist activities from the past (pre-nuclear world), the present, and the future of the nuclear world.

(Consider this image of overpopulation -  
Imagine people falling off the globe - View the  
population numbers on the sub-page depicting  
population growth.)



1. Discuss opposing views relating to the above illustration. Include:
  - possible explanations for how this scenario relates to future global interactions,
  - possible motivations for future terroristic activities that should be addressed,
  - possible areas for international collaboration and cooperation.
2. Develop a dialogue in which you answer the question, "Can terrorism be eliminated?"  
Explain your position.

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### **Suggested Classroom Activities for Task #6**

**1.** Have students investigate economic conditions in three different regions of the world, include an industrial nation, a developing nation, a third world nation

- Have students collect data, pictures, etc. that depict the economic conditions of each
- Conduct a discussion on the differences between the three regions and identify conditions that might lead to terrorist type activities

**2.** Develop and administer a survey on terrorism to your student body. Identify issues focusing on local, regional, national and international terrorism. Compile and analyze the data from the the survey. Discuss the results and the implications for the future.

